



# Mid-Semester Feedback: Examples from Sections (of Larger Courses) at Brown

*These examples reflect a variety of different approaches to eliciting student feedback. The Anthropology form contains 17 questions and is divided into 5 sections. The examples from History contain only 3-5 questions. The Political Science form asks primarily for quantitative feedback but also gives students an opportunity to provide qualitative feedback.*

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- History: Example #1 p. 4 of this pdf
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## **Anthropology**

### **AN 300 - Unofficial Mid-Semester Feedback about Section – October 2011**

This form is **solely** for me to understand what I do well and what I do not so well. It does not go into my file; neither does anyone read it **but me**.

#### **OPINIONS ABOUT SECTION IN GENERAL**

1. Do you enjoy section or is it a waste of your time?
2. Would you come as often as you do if I did not take attendance?
3. Do you feel like the discussions are interesting, do you leave here motivated about the material we've been working on?
4. What aspects of my leading the discussion do you find most useful?
5. What aspects would you change?

#### **PARTICIPATION**

6. How often do you participate in section? (**Please circle one**)
  - a. I have never talked in section so far (continue to question 7)
  - b. I talk every other week (continue to question 7)
  - c. I talk once every session (continue to question 7)
  - d. I talk more than once every session (**skip** to question 9)
7. Why do you not participate more often? (**You may circle more than one option**)
  - a. I am intimidated/shy
  - b. I find the material uninteresting
  - c. I don't have time to read the articles so I have nothing to say
  - d. I can't follow the discussion even if I do read the material
  - e. Other (please explain):
8. What can I do to make it easier for you to participate? (You may identify yourself here if you need me to reach out to you personally)

## FORMAT

9. Would you rather have students lead discussion every once in a while?
10. Would you rather work in groups and then reconvene as the entire section?

## RELATIONS WITH ME

11. When I talk in section to summarize the main points of a discussion or to explain a certain topic, do you think I'm clear? If not, do you have a suggestion for fixing this?
12. Do you feel that you can easily reach me/talk to me? If not, please explain.

## GRADES

13. Do you think I was fair in grading your paper/MT? If not, please explain and I encourage you to come and see me.
  14. Are you concerned about your status in this class, either in terms of understanding the material or grade-wise? (If yes, I encourage you to see me)
    - a. Yes (continue to question 16)
    - b. No (**skip** to question 17)
  15. What exactly is your concern?
  16. How can I help you with this in and/or outside of section?
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17. Any last comments about section or the class in general?

## History: Example #1

October 21, 2011: Midway Section Evaluation

**\* Please give honest answers.**

### 1. How much time and effort goes into preparing for a section?

- a. I meticulously read every word of the book assigned each week.
- b. I read the weekly readings faithfully, and think about what I've read before coming to section.
- c. I just finish getting through the book right before I come to section.
- d. I skim the readings. I have a very rough idea of what they're about, but not the details.
- e. I read if I have time that week. But I skip reading if I don't have time.
- f. I usually don't prepare for section.
- g. Other:

### 2. How are you contributing to the discussions during section?

- a. I'm interested in the readings and the discussions, and contribute my ideas.
- b. I try to speak up at least once or twice each section.
- c. I just come and sit for an hour, and that's about it.
- d. Other:

### 3. If you are having trouble contributing, why do you think is the reason?

- a. I am contributing actively, and don't have any problems.
- b. I need more time to think for answers.
- c. I am too shy to speak up.
- d. I am not prepared for section.
- e. Most of the discussion questions are not clear enough. (I'm sorry if this is the case! My fault. ☹)
- f. Other:

### 4. How do you think we can improve the quality of our discussions? (multiple answers are OK)

- a. The way we are doing it right now is fine.
- b. I want more small-group discussions. It's more comfortable and easier to speak up that way.
- c. The TA should call on people sometimes, to make them participate.
- d. Having little weekly homework assignments would help understand the readings better.
- e. We should have more controversial questions and have debates.
- f. Let's have time to write out our answers (during section) to some important questions before discussing them. It helps think better if I write my ideas first.

### 5. All other suggestions to me -- what I'm doing well, ways in which I might improve?



## Political Science

Section Time: \_\_\_\_\_

**Scoring: (1) Excellent (2) Good (3) Adequate (4) Fair (5) Poor**

XXX is...

Is usually well-organized and well-prepared 5	1	2	3	4
Seemed enthusiastic about teaching the section 5	1	2	3	4
Communicates ideas well to students 5	1	2	3	4
Made the subject matter interesting to me 5	1	2	3	4
Was knowledgeable about subject matter 5	1	2	3	4
Responds in a critical and valuable manner 5 to written work	1	2	3	4
Was regularly available in office hours 5	1	2	3	4
If you had such meetings, these meetings 5 were quite helpful	1	2	3	4
Provided ample opportunities for questions 5 and discussion	1	2	3	4
I would recommend this section leader based 5 on their performance	1	2	3	4
This section was helpful to me 5	1	2	3	4

**On the other side of this paper, give me TWO things you would like to see continued and TWO things you would like to see changed.**